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ABSTRACT

Through collective bargaining teachers can gain a voice in educational policy decisions and acquire greater on-the-job dignity and independence. These improvements in teachers' situations have been shcwn to lead to more effective education. A lengthy bibliography ccncludes this document. (Author/PGD)

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Should Teachers be Permitted to Engage in Bargaining?

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INTRODUCTION

In the past two decades there has been growing dissatisfaction with the performance of the schools. (Armbruster, 1977) During this same time people became disenchanted with American society as a whole. Many became concerned with inequities, racism, sexism, and materialism that seemed to impede the effective functioning of the schools to prepare the young for the American way of life. How can teachers instill the young with the core values; beliefs and attitudes that are necessary in order to function in contemporary as well as future society? This is the question teachers hope to answer with the use of collective bargaining in order to develop the educational goals: cognitive development and socialization.

> "Since leaders are held accountable in a democracy it is the education of the entire population that is important. For if leaders and decision makers are to be held accountable; then the people must be eternally vigilent and knowledgeable. We have democratic institutions that enable people to protect themselves when leaders make bad decisions." (Parkinson, 1979, 21)

Collective bargaining is defined as "The performance of the mutual obligations the employer and the union (representatives of the teachers) of reasonable times, to negotiate in good faith and to execute a written agreement covering items negotiated and agreed to." (Hoffman, 1977)

The justification for permitting collective bargaining is embodied in the thesis that even though salaries are not raised there are other benefits. Collective bargaining increases the dignity of the teachers and helps to achieve their goal of preparing each student to find a meaningful role in today's as well as tomorrow's working world when the teachers have an active

part in the decision making. Teaching is considered to be more than a profession--it is a commitment to develop in their students a love of learning that will be life long and to develop each student's potential to its fullest; to view each pupil as a unique personality and to have a vision of each student's role in society so they become productive and useful citizens.

Collective bargaining has emerged as a process in response to a basic change in society involving teachers. No longer do they want to be regarded as second class citizens, but they are demanding a part in the decision making in the areas that affect them, their pupils, the quality of the educational programs, and the effectiveness of their work. In collective bargaining many differing positions can be brought together at the bargaining table; issues and disagreements are examined, discussed, and decided.

> "The theory underlying collective bargaining is that if the parties bargain in good faith they will practically always reach an agreement....collective bargaining does not force the parties to agree it is merely the procedure most likely to produce satisfactory agreements when employed in good faith by both parties."
> (Lieberman, 1966 , 260

Collective bargaining emphasizes firm, fair, and consistent treatment of problems. It safeguards the legal rights of those involved. Collective bargaining is a relatively recent development to help mankind to reach his goals toward a better way of life with freedom and dignity. (Hannon, 1966) It is a process of establishing true democratic input and helps the employees to gain a measure of justice in their relationship with their employer.

> "Collective bargaining is essentially a power relationship. The essence of bargaining is compromise and concession-making...is to grant employee organization an increasing control over the decision making process of management."
> (Weldman and Perry, 1966, 53)

In order to accomplish their ultimate goal of developing informed thinking citizens capable of participating in both domestic and world affairs, teachers feel that they need to play a key role in setting up procedures for

developing educational innovations, for scheduling assignments, for determining curricular content, for limiting class size and other educational practices and policies that are not restricted by law or decided by research. Teachers are greatly concerned with the quality and effectiveness relating to the learning growth of their pupils. Teaching is not merely a job--it is a profession; yes, even a calling. The teacher has been prepared by years of study and training. He has spent hours developing his knowledge of cirriculum, methodology, psychology of learning, sociological problems of community, the art of communication between pupil and teacher, and the behavior characteristics of youth. The teacher seeks an opportunity to put his ideas about how children should learn, how school should be organized and how educational problems can be solved, into practice. He feels confident that if he had the proper setting, all of the instructional materials he needs, a reasonable amount of time to do his work, students in small enough groups, and the necessary auxiliary support, then he could stimulate the intellectual growth in his students. He could instill a love of learning that would continue and help them to become well-informed and useful members of society. The teacher has the training and "know-how" in the various methods that would provide the supportive environment where pupils may continually set and test thei- limits and enhance self-concepts that are success-oriented.

The schools play a major role in transmitting our culture from generation to generation. Effective preparation for life is the main goal of the schools which means that the student acquires the capacity to meet unexpected challenges, to make informed value judgments, to recognize and to use one's full learning potentials for lifetime learning. Determining the essentials of education is a continuing process--educators must join with many from the community to specify the essentials--those most likely to have an interest in education are: legislators, school boards, parents, students, workers' organizations, businesses, publishers--to name a few. Everyone has a stake in education today. Education has grown into a big business.

What are educational goals for the schools? The Wisconsin Department of Public Instruction conducted a survey. Table I reveals that all 18 goals were rated high in importance--especially the goals related to cognitive and social development. (Evans & Harmon, 1979) (see APPENDIX A)

Most of us believe in what we call an "open" society. We want to have easy access to new ideas; we want a place where hard workers can succeed. For many years education was standardized. All teachers were trained in the same way. Students were divided according to standardized tests. City-wide and state-wide curricula were duplicated in every school. Text books were selected from an approved list. Education is not now standardized. Teachers are being trained in many different ways and aids are available to help them. Students are learning in different environments: large group presentations, small tutorial groups, laboratories of different types and computer-assisted instruction. There is innovation today in education.

The National Assessment of Educational Progress, ending its first decade of measuring educational achievement, declares that the schools are in trouble even though there were improvements in reading for the 9-year olds and significant improvements of 9-year-old blacks in mathematics. There was no improvement for 17-year olds--they showed an appreciable decline. (NAEP) Hodgkinson disagrees that the schools are in trouble. He says education specialists have discovered that people learn much better in some environments than in others. (Hodgkinson,1979,160) In the same article he praises the effects of the schools:

> "The schools have risen to the challenge preparing 5070 of the high school population for college about as well as they did the top 1070 to 2070 in 1950. No other nation has carried such a high percentage of its citizens so far. Evidence on the success of the public schools is very clear.

Still more regarding the status of the schools:

> "Public education has rounded the corner, school administrators say, but not enough people are watching from the curb. There was a mixed mood of optimism and despair at the annual meeting of the American Assn. of School Administrators (AASA) last week--with educators showing confidence about the success schools are having with students, but disillusionment over public understanding and support of schools.
>
> Schools are on the thresnold of showing "the best results in their history on working with minorities," Dallas Supt. Linus Wright told a special EDUCATION USA session. Supt. Albert Ayars of Norfolk, Va., said public schools were "rounding the corner" on achievement; John Hauck, executive director of the Buckeye (Ohio) Assn. of School Administrators, described it as a "turning of the tide," adding that students' attitudes about learning are becoming more positive. Donald Thomas, superintendent at Salt Lake City, pointed out that for an average of $8.89 a day per child, schools are doing an excellent job compared to any other period in the country's history. But the jarring fact facing public schools is that 65% of households in the country have no children in school. Parent involvement in schools in rapidly shifting to grandparent involvement, said Hauck." (Education USA. Mar. 18, 1980, 193)

It is against this conflicting background that teachers are demanding through collective bargaining a share in the decision-making process in

order for the schools to exert the best influences on the students so they do reach their fullest potential.

Policies affecting the school have traditionally been made by the board of education. Generally, these policies have been made upon the recommendations of the superintendent who may or may not have involved teachers, principals, or others. Collective bargaining substitutes for this procedure bargaining sessions wherein representatives of the local teachers' group sit across from representatives of the board of education, as peers, and discuss matters of mutual concern and try to reach a decision.

Nolte in table 1 lists twenty differences and similarities between the traditional approach and collective bargaining. The comparisons are grouped according to the spirit of bargaining, procedures used in each and the power relationship. (see below) (Nolte, 1970, 13)

Table 1

Comparison of Traditional Approach to School Personnel Administration with Collective-Bargaining Approach

Traditional Approach	Collective Bargaining
Spirit of Bargaining	
1. Board could act unilaterally without consultation with its employees.	Consultation with employees required under the good faith assumption.
2. Mutuality of interests and interdependency assumed.	Mutuality of interests and interdependency, plus divergency of interests and needs, are assumed.
3. Grievances and other personnel matters sometimes overlooked.	Grievances and other personnel concerns are considered important, and provisions are made in writing to handle them.
4. Much taken for granted.	Nothing taken for granted.
5. A day's work in teaching often puzzling to determine.	A day's work in teaching and responsibilities specifically defined.
Procedures	
6. One-way communications.	Two-way communications.
7. Narrow sphere of bargaining, often confined to economic matters only.	Parties may elect to bargain on a broad scale.
8. Superintendent represented teachers to the board and the board to teachers.	Both parties represented by expert representatives of their own choosing.
9. Board always had last word.	Impasse procedures provided; neither party can be allowed to paralyze the bargaining process.
10. Courts finally resolved disputes; losers paid costs.	Third parties called in to intervene in resolution of disputes; costs shared equally.
11. Good faith not mandated.	Good faith bargaining mandated and assured legislatively and by written agreement.
12. Written personnel policies sometimes lacking.	Written agreements set terms and conditions of personnel administration.
13. Divergencies between policy and practice often went unexplained.	Constant dialogue permits discussion of divergencies between policy and practice.
Power Relationships	
14. Unilateral.	Bilateral.
15. Paternalistic.	Cooperative sharing of decision making.
16. Authoritarian.	Democratic.
17. Management stronger.	Egalitarian.
18. Board more powerful.	Parties equal in power to require performance from other party.
19. Counteroffer not required.	Quid pro quo.
20. Parties not required to meet.	Confrontation mandated.

Background:

Collective bargaining, as defined by Carlton (p. 423) is a process whereby school boards ... discuss and make mutual determination of educational policy, and working conditions ... with the teaching staff. This is a bilateral, as opposed to unilateral technique. It has been pointed out in the literature that there are two contrasting images of teachers- one that is docile and submissive and the other militant. Corwin has indicated that the current professionalism so rapidly taking place represents the drive of a group to control its own work, and represents dissatisfaction with the traditional form of control.

Much has been written concerning collective bargaining in the private sector. Many of the elements of private sector bargaining are being extended to teachers and other public employees by state legislation and court decisions, municipal ordinance or voluntary adoption by boards of education. The Executive Order 10988 enabled the United Federation of Teachers to win bargaining rights for the teachers in New York City. Collective bargaining has developed more slowly in the public sector than in the private sector due to public opinion. Cresswell maintains collective bargaining is a decided improvement over the old, traditional method.

The way a school is run can make a huge difference in how much a child learns and how he behaves, according to Janet Ouston, one of four co-authors of Fifteen Thousand Hours. Student achievement was better in schools in which disciplinary policy and the curriculum were discussed and worked out by the teachers, rather than being imposed from above--"that schools are the most important influence on children's progress." (Ouston, 1979, 83)

The argument that teachers would become more effective in their teaching if they were involved in school decision making has been around since 1907.

Teachers today are articulate, highly trained, sophisticated professionals who expect to run their own profession via collective bargaining. They are attempting to reject the old time paternalism and benevolence of administration. Teachers in many states have been granted the right to bargain collectively. (Excerpt from Cue Book included, appendix D)

Public education has been greatly affected, also, by judicial decisions and legislative mandates in the past few years since Brown vs. Board of Education case. Areas that have had decisions are: student discipline, curriculum, civil rights of students and teachers, access to student records, rights of handicapped children, role of the principal--to list the most publicized ones.

Summarizing some of the victories that teachers have received because of collective bargaining: greater control over licensing and certification, improvement of the art, increased academic freedom, higher status and more control over policy. The movement of teachers as a power bloc in politics, to gain for themselves additional influence in the operation and control of public schools is well established. (Carlton, 1968)

Professional negotiation is a vehicle by which teachers acquire greater on-the-job dignity and independence in performing their functions as the heart of the public school enterprise, for example, an effort by teachers, through this process, to escape from the performance of demeaning and degrading chores in the cafeteria, or to end "snoopervisory" practices.

Elam (1975, 105) maintains that

> Teachers should not and will not abandon collective bargaining.... But the teachers will have to go a good deal further....The action is now in the state capitols, and that is where teacher collectives must concentrate their efforts.

> "Teachers have basic rights under common law, all the rights of citizens in a democratic republic, rights under statute and case law, and all other rights of human and humane dignity. They are also subject to the law. Some of the "rights" are inherent in their training, and others stem from the nature of the educational establishment. In the process of solving some problems in collective bargaining, an increasing number of these rights are being interpreted by the courts." (Andre, 1970, 17)

Professional negotiations have designated rather broadly the subjects considered under "welfare" concerns as:

1. Curriculum
2. Inservice education
3. Personnel policies
4. Teaching assignments
5. Transfers and promotions
6. Recruitment of teachers
7. Discharge and discipline of teachers
8. Provision of physical facilities for teachers
9. Grievance procedures
10. Recognition of the negotiating team
11. Lunch and rest periods
12. Salaries and wages
13. Welfare benefits
14. Class size
15. Leaves of absence
16. Expiration date of negotiation agreement
17. Other mutually agreed-upon matters which directly affect them (AASA)

However a word of caution is necessary, a school board should not negotiate any item which would violate existing state laws. A survey, conducted by Ogletree in 1978, using data from the school law publications of each state found that five states (Alaska, Hawaii, Kentucky, Maryland and Montana) do not mandate curricula on history, fewer than half the states prescribe subjects dealing with the three R's, writing (3070), grammar (2470), spelling (3070), arithmetic or math (2870), physical and health education (6670 and 5870). Only one state requires sex education. (Ogletree, 1979, 134) The subjects required by state law and the percentage of states requiring each are listed in Table 1. Table 2 shows that 49 states have legislated or prescribed curricula. (see APPENDIX B and APPENDIX C (a & b))

Against this conflicting background found in the literature, administration has been forced away from its traditional role. Teachers have a role in formulating policies. Teachers reason that they are in control of important resources and have the responsibility for creating learning systems. The important resources they oversee are the time of the student, the materials needed to create a learning atmosphere. The manner in which time and the other resources are combined constitutes the technology of classroom instruction. (Kemerer, 1978-79, 2)

If collective bargaining is understood fully, if it is properly and reasonably used, if the process is used skillfully and not abused, it can help produce better and more effective schools and government. In this way the public sector management can be more responsive to the various publics it serves.(Helsby,1979). "public employee bargaining is merely on the threshold of development."(Helsby)"It will only be as good as the people who use it." (Helsby, 1979)

So the justification for permitting teachers to collectively bargain, even whne their salaries are not raised,is based on the constitution and also on the fact that when teacher has more power it results in better schools, more efficient, satisfied employees, that are better able to conserve and use effectively the educational resources and to prepare the students for a meaningful role in society.

On the other hand, if every effort is not made to help teachers prepare their students for an effective, useful place in modern society, because it may mean more taxes levied, them some of the students may not make it into society at all. Instead they will make it onto the welfare rolls, into jails, hospitals--and we will pay for our poor citizenship at that end. We will lose the good we might have had of them and they will pay for ever.

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an area within the school's purview, or 2) the schools are doing a satisfactory job and additional emphasis is not necessary, or 3) additional emphasis is not likely to improve the situation.

It should be noted that a modest rating on emphasis doesn't necessarily mean that the schools should *deemphasize* a goal. The goal that received the lowest rating, "Enjoy and have some understanding of art, music, dance, literature, crafts. . . ," is a case in point. Thirty-nine percent of the respondents said the goal should have more or much more emphasis, 50% said emphasis should remain the same, and only 6% said the goal should receive less emphasis. For nearly all the other goals, considerably less than 6% of the respondents said the goal should receive less emphasis.

The goals survey was conducted by telephone during April and May of 1977 by the Wisconsin Survey Research Laboratory, University of Wisconsin Extension. Some 444 adult Wisconsin citizens, selected by a random-digit dialing method, completed the interview schedule. (Further information about the study may be obtained by writing the authors at the Wisconsin Department of Public Instruction, 126 Langdon St., Madison, WI 53702, or by telephoning them at 608/266-1863.) □

Table 1. Opinions of Wisconsin Residents on Educational Goals: Relative Importance and Emphasis Ratings

EDUCATIONAL GOAL (Read: "High school graduates should —")	IMPORTANCE % Rating High or Very High	IMPORTANCE Rank	EMPHASIS % Rating More or Much More	EMPHASIS Rank
Be able to accept responsibility.	97	1	83	1
Understand basic economics well enough so they can successfully complete such everyday living tasks as buying, selling, banking, borrowing, and budgeting.	94	2½	78	2½
Enjoy our natural environment and want to protect it.	94	2½	71	7½
Have good mental and emotional health, that is, they should be reasonably happy and well adjusted.	93	4	69	10
Be able to think for themselves.	92	6½	78	2½
Be able to get along with others.	92	6½	71	7½
Understand local, state, and national government; know their own rights and duties; and desire to be responsible citizens.	92	6½	70	9
Understand and practice good physical health principles that are related to foods, exercise, cleanliness, and safety.	92	6½	64	13
Have high personal moral standards.	90	9	77	4
Understand and accept themselves.	89	10	72	5½
Be free from prejudices about other racial and ethnic groups.	88	11½	57	15
Understand the kinds of career opportunities in Wisconsin, and how their own skills and interests are related to those opportunities.	88	11½	65	11½
Have some of the basic skills and knowledge necessary for being a spouse and a parent — for both male and female students.	84	13½	65	11½
Have some salable skills that will qualify them for immediate employment after graduation from high school.	84	13½	72	5½
Support and accept the principle of equal opportunity for both men and women in all types of jobs and social roles.	78	15	54	16
Want to continue learning after finishing their formal schooling.	78	16	60	14
Know about recent scientific advances and understand how our ways of living are affected by them.	76	17	48	17
Enjoy and have some understanding of art, music, dance, literature, crafts, and so forth that are part of our cultural heritage.	68	18	39	18

APPENDIX A

Elementary Accreditation

by Jo Ann Cangemi and Betty Zimmermann

Convinced of the value of accreditation for elementary schools by our work as consultants for the Southern Association of Colleges and Schools, we determined to find out whether personnel in accredited schools share that view. The survey reported below substantiates our belief that the accreditation process is an excellent vehicle for bringing teachers, parents, principals, and school board members together in a concerted effort to improve schools. Perhaps most important, the data show that the procedure is recognized as successful by those who participate in it.

Our survey, an attitudinal instrument developed by Andrew L. Jones of Birmingham, Alabama, was sent in the spring of 1978 to faculties of elementary schools in Louisiana who had completed self-studies and had been visited by a review committee within the last three years. The large majority (66%) of principals and teachers in 57 schools responded, making our teacher sample 979, itself an indicator of the interest in accreditation.

The attitudinal survey directed to the teachers consisted of 21 statements concerning Southern Association procedures in the school. Six statements concerned faculty morale, interaction, apprehension, expectations, and the professional growth of teachers during the self-study. These received the largest number of "strongly agree" ratings by teachers. The next most highly rated statement was one that dealt with a belief that the self-study procedure would result in improvement in the school plant.

Positive ratings were noted on all statements regarding the visiting committee, with a large majority (86%) of the teachers expressing belief that "the faculty seemed to have responded well to the report of the visiting committee." Seventy-five percent of the respondents agreed that the time spent in the school by members of the visiting committee was adequate.

Teachers' perceptions of others' contributions toward school improvement during accreditation procedures were quite definite. The results indicated that they believe the school principal is of greatest importance to the self-study. The contribution made by the consultant

JO ANN CANGEMI (Thibodaux Louisiana Chapter) is a professor of education and BETTY ZIMMERMANN an associate professor at Nicholls State University, Thibodaux, La.

Table 1. Percent of States With Legislated Subjects

Alcohol and narcotics 68; physical education 66; U.S. history 64; state history 60; health education 58; English 56; U.S. Constitution 54; reading, hygiene, geography, U.S. government 40; driver education, safety 36; physiology, spelling, state constitution, writing 30; arithmetic, citizenship, math, morals, state government 28; drug education, fire prevention, grammar, science, tobacco education 24; humane treatment of animals and birds 22; civics, patriotism, social studies 20; agriculture, free enterprise 18; bilingual education, composition, conservation of natural resources, consumer education, economics, flag education 16; arts, civil government, vocational education 14; foreign languages, history, home economics, industrial arts, local government 12; career education, Declaration of Independence, language arts, temperance, venereal diseases, voting 10; drawing, first aid, literature, penmanship, sanitation, traffic safety 8; algebra, Bird Day, chemistry, communism, Bible study, diseases, English literature, ethnic studies, family education, fine arts, government, nature study, Negro history, orthography, practical arts, physics 6.*

*Other subjects were legislated by 2% to 4% of the states.

Ogletree, 1979, 133

Table 2. State-Legislated Subjects by State

State	Instruction Required
Alabama: (27)	3, 11, 20, 25, 40, 41, 42, 43, 44, 56, 58, 60, 67, 72, 79, 83, 94, 101, 105, 112, 115, 116, 117, 121, 124, 128, 130
Alaska: (1)	14
Arizona: (9)	3, 53, 55, 90, 101, 113, 115, 121, 124
Arkansas: (18)	3, 13, 16, 28, 43, 51, 60, 82, 84, 90, 94, 98, 114, 115, 121, 123, 124, 128
California: (33)	1, 22, 27, 28, 33, 34, 41, 42, 43, 50, 51, 52, 60, 63, 65, 74, 79, 82, 90, 91, 94, 100, 101, 103, 105, 107, 111, 112, 114, 115, 117, 123, 124
Colorado: (9)	3, 43, 53, 114, 115, 116, 121, 123, 124
Connecticut: (24)	3, 11, 14, 22, 40, 41, 56, 58, 59, 60, 65, 67, 76, 77, 94, 100, 101, 103, 112, 114, 115, 123, 124, 130
Delaware: (6)	40, 55, 60, 74, 113, 121
Florida: (17)	2, 3, 7, 13, 21, 25, 28, 29, 40, 53, 60, 65, 82, 90, 115, 121, 128
Georgia: (37)	2, 3, 4, 12, 14, 15, 17, 18, 19, 29, 37, 40, 42, 43, 54, 55, 60, 62, 68, 72, 76, 79, 83, 86, 94, 96, 97, 103, 105, 107, 114, 115, 117, 123, 124, 126, 128
Hawaii: (3)	27, 43, 112
Idaho: (13)	3, 13, 27, 29, 40, 43, 48, 53, 60, 94, 106, 107, 121
Illinois: (20)	12, 14, 16, 18, 28, 29, 40, 43, 46, 54, 60, 63, 79, 82, 83, 94, 103, 105, 124, 128
Indiana: (33)	3, 4, 6, 8, 15, 19, 20, 22, 24, 27, 36, 39, 43, 44, 54, 56, 57, 67, 79, 80, 82, 83, 96, 102, 103, 105, 113, 114, 115, 121, 123, 124, 129
Iowa: (43)	3, 12, 18, 19, 22, 23, 26, 28, 29, 33, 38, 40, 41, 43, 45, 47, 49, 50, 54, 56, 59, 60, 72, 74, 76, 79, 83, 88, 94, 96, 101, 103, 105, 107, 112, 114, 115, 117, 123, 124, 126, 129, 130
Kansas: (18)	11, 21, 22, 27, 43, 56, 59, 60, 67, 90, 94, 101, 112, 115, 121, 123, 124, 130
Kentucky: (4)	3, 18, 29, 45
Louisiana: (9)	20, 25, 43, 55, 60, 79, 94, 105, 107
Maine: (19)	3, 21, 22, 35, 43, 53, 56, 60, 65, 67, 69, 94, 97, 103, 115, 116, 121, 124, 129
Maryland: (6)	3, 40, 41, 60, 94, 103
Massachusetts: (25)	3, 11, 14, 20, 22, 35, 39, 43, 51, 56, 59, 60, 76, 77, 82, 83, 89, 94, 101, 103, 113, 117, 121, 124, 130
Michigan: (9)	3, 14, 20, 23, 40, 60, 65, 94, 117
Minnesota: (7)	3, 35, 60, 82, 90, 94, 121
Mississippi: (28)	2, 3, 11, 12, 21, 27, 42, 43, 56, 59, 61, 62, 67, 68, 74, 76, 79, 83, 97, 101, 103, 105, 107, 112, 114, 115, 119, 124
Missouri: (9)	3, 41, 67, 94, 97, 113, 121, 123, 124
Montana: (0)	None
Nebraska: (9)	3, 20, 22, 40, 41, 58, 60, 61, 117
Nevada: (12)	22, 67, 90, 94, 97, 113, 114, 115, 120, 121, 123, 124
New Hampshire: (8)	3, 67, 97, 114, 115, 123, 124, 126
New Jersey:	3, 14, 18, 20, 22, 35, 56, 60, 65, 86, 94, 103, 115, 121, 124

Ogletree, 1979, 134

APPENDIX C(b)

New Mexico: (6)	40, 41, 115, 128, 138, 139
New York: (36)	11, 12, 20, 36, 42, 43, 46, 52, 55, 56, 60, 61, 62, 67, 68, 79, 83, 88, 94, 98, 101, 104, 105, 107, 112, 113, 115, 116, 119, 121, 124, 126, 127, 129, 130, 132
North Carolina: (5)	3, 7, 41, 51, 55
North Dakota: (18)	2, 3, 11, 21, 43, 56, 59, 65, 67, 82, 84, 94, 97, 101, 112, 121, 124, 130
Ohio: (27)	3, 28, 43, 50, 51, 52, 56, 60, 72, 74, 76, 79, 83, 85, 94, 101, 103, 112, 113, 114, 115, 117, 121, 123, 124, 126, 130
Oklahoma: (17)	41, 42, 43, 52, 56, 60, 79, 94, 101, 103, 105, 107, 112, 115, 117, 124, 130
Oregon: (16)	12, 18, 22, 29, 42, 43, 60, 61, 72, 79, 83, 94, 105, 107, 123, 124
Pennsylvania: (24)	3, 11, 12, 20, 40, 43, 51, 53, 56, 60, 65, 67, 70, 83, 91, 94, 97, 101, 103, 112, 114, 115, 123, 124
Rhode Island: (15)	3, 40, 46, 51, 54, 60, 67, 94, 97, 103, 114, 115, 123, 124, 129
South Carolina: (20)	2, 3, 4, 44, 51, 56, 59, 67, 79, 82, 94, 97, 101, 103, 113, 115, 119, 121, 124, 130
South Dakota: (5)	43, 82, 90, 121, 131
Tennessee: (25)	3, 11, 39, 40, 41, 43, 53, 55, 56, 59, 67, 83, 86, 94, 101, 103, 104, 112, 113, 115, 117, 121, 123, 124, 130
Texas: (31)	2, 3, 11, 14, 21, 27, 29, 32, 42, 43, 51, 54, 55, 56, 59, 62, 65, 67, 68, 81, 89, 90, 91, 94, 97, 101, 113, 115, 121, 124, 128
Utah: (17)	3, 14, 16, 22, 36, 40, 48, 55, 67, 82, 84, 97, 104, 113, 117, 121, 132
Vermont: (23)	2, 3, 6, 11, 17, 22, 40, 43, 60, 61, 62, 68, 85, 94, 101, 114, 115, 117, 118, 123, 124, 130, 134
Virginia: (27)	1, 2, 11, 20, 21, 35, 39, 40, 41, 51, 56, 59, 60, 62, 67, 68, 82, 94, 97, 98, 101, 112, 115, 119, 121, 124, 130
Washington: (28)	3, 11, 12, 43, 56, 59, 60, 61, 63, 65, 67, 79, 82, 83, 89, 90, 91, 94, 97, 101, 105, 107, 112, 114, 115, 123, 124, 130
West Virginia: (9)	20, 40, 43, 51, 113, 115, 116, 121, 124
Wisconsin: (33)	2, 3, 11, 12, 22, 27, 28, 29, 30, 35, 43, 48, 51, 53, 56, 59, 60, 65, 67, 82, 83, 94, 97, 101, 103, 104, 112, 113, 121, 123, 124, 130, 137
Wyoming: (5)	113, 114, 115, 121, 123

Ogletree, 1979, 135

Key to Table 2

Accident prevention 1, agriculture 2, alcohol and narcotics 3, algebra 4, American culture 5, American literature 6, Americanism 7, ancient history 8, anthropology 9, applied arts 10, arithmetic 11, arts 12, Bible study 13, bilingual education 14, biology 15, Bird Day 16, business education 17, career education 18, chemistry 19, civics 20, civil government 21, citizenship 22, communicable diseases 23, commercial arithmetic 24, communism 25, communication and media 26, composition 27, conservation of natural resources 28, consumer education 29, cooperatives and conservation 30, crafts 31, crime prevention 32, cultural studies 33, current events 34, Declaration of Independence 35, diseases 36, distributive education 37, dramatics 38, drawing 39, driver education 40, drug education 41, economics 42, English 43, English literature 44, environmental education 45, ethnic studies 46, family economics 47, family education 48, family law 49, fine arts 50, fire prevention 51, first aid 52, flag education 53, foreign languages 54, free enterprise 55, geography 56, geometry 57, government 58, grammar 59, health education 60, history 61, home economics 62, honesty and kindness 63, human relations 64, humane treatment of animals and birds 65, humanities 66, hygiene 67, industrial arts 68, industrial resources 69, intergroup education 70, journalism 71, language arts 72, library 73, literature 74, local civics 75, local government 76, local history 77, marine science 78, mathematics 79, medieval history 80, military instruction 81, morals 82, music 83, nature study 84, natural science 85, Negro history 86, nutrition education 87, occupational education 88, orthography 89, patriotism 90, penmanship 91, personal and family survival 92, philosophy 93, physical education 94, physical science 95, physics 96, physiology 97, practical arts 98, psychology 99, racial and ethnic studies 100, reading 101, rhetoric 102, safety 103, sanitation 104, science 105, sex education 106, social studies 107, socialism 108, sociology 109, Spanish 110, speech 111, spelling 112, state constitution 113, state government 114, state history 115, temperance 116, tobacco education 117, trade and industry 118, traffic safety 119, thrift 120, U.S. Constitution 121, U.S. legal system 122, U.S. government 123, U.S. history 124, United Nations 125, venereal diseases 126, visual arts 127, vocational education 128, voting 129, writing 130, world history 131, metric education 132, political science 133, world literature 134, trigonometry 135, elementary bookkeeping 136, dairy products 137

State Public Employee Collective Bargaining Laws Affecting Education

State	Type of Laws			Coverage for Professional (P) Personnel[4]			Coverage for Classified (C) Personnel[5]		
	Local[1]	State[2]	Omnibus[3]	K-12	CC[6]	PS	K-12	CC[6]	PS
Alaska	X		X	X		X			X
California	X	X		X	X	X	X	X	X
Connecticut	X	X		X	X	X	X	X	X
Delaware	X		X	X		X	X		X
Florida			X	X	X	X	X	X	X
Hawaii			X	X		X	X		X
Idaho	X			X					
Indiana	X			X			X		X
Iowa			X	X		X	X		X
Kansas	X		X	X	X	X	X		X
Maine	X	X[7]		X	X	X		X	X
Maryland	X			X			X		
Massachusetts			X	X		X	X		X
Michigan			X	X		X	X		X
Minnesota			X	X	X	X	X	X	X
Missouri			X				X		X
Montana			X	X	X	X	X	X	X
Nebraska	X			X		X	X		X
Nevada	X			X			X		
New Hampshire			X	X		X	X		X
New Jersey			X	X	X	X	X	X	X
New York			X	X		X	X		X
North Dakota	X			X					
Oklahoma	X			X			X		
Oregon			X	X		X	X		X
Pennsylvania			X	X		X	X		X
Rhode Island	X	X		X		X	X		X
South Dakota			X	X		X	X		X
Tennessee	X			X					
Vermont	X	X		X		X[8]	X		X[8]
Washington	X	X		X	X		X	X	X
Wisconsin	X	X		X	X		X	X	X

[1]Local — a law with coverage for local-level employees only.
[2]State — a law with coverage for state-level employees only.
[3]Omnibus — a law with coverage for employees at more than one governmental level.
[4]Professional personnel — generally, when applied to education, means teachers or personnel with similar or higher status.
[5]Classified personnel — generally means those below the rank of teachers; i.e., clerks, food employees, bus drivers, custodians, paraprofessionals.
[6]CC (Community College) — this column is checked only if community colleges are mentioned specifically in law; state structures vary, and community colleges may be included with K-12, with postsecondary, or may be a separate system.
[7]Postsecondary personnel only.
[8]All state university personnel excluded.

The Summary Table above was exerpted from *Cuebook: State Education Collective Bargaining Laws* by Doris Ross. This booklet provides information, in grid format, on the major provisions of state collective bargaining laws that affect public education at all levels. Single copies are available at no charge from the ECS Education Finance Center. Reprints of this COMPACT Centerfold are available from the Research and Information Department at no charge.